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ABSTRACT

A report on the need for gifted education was prepared by the Michigan Association for the Academically Talented for the Michigan State Legislature. Included are a brief description of relevant research on the gifted, an analysis of federal legislation for the gifted, an analysis of state legislation in fifteen states that includes definitions of giftedness, program descriptions, advisory groups and study groups, diagnostic procedures and financial support. The report is concluded with a list of general recommendations for meeting the needs of the gifted in the state of Michigan. (SP)

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A NEED FOR THE STATE OF MICHIGAN TO ESTABLISH A POSITION IN THE EDUCATIONAL PREPARATION OF TALENTED TOTS

A REPORT TO THE MICHIGAN LEGISLATURE

PREPARED PURSUANT TO RESOLUTION 44
CREATING A COMMITTEE TO STUDY SPECIAL EDUCATION PROGRAMS FOR GIFTED CHILDREN

By The:
MICHIGAN ASSOCIATION FOR THE ACADEMICALLY TALENTED, INC.

SEPTEMBER 22, 1969

AC005 184

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MICHIGAN ASSOCIATION
FOR THE ACADEMICALLY TALENTED, INC.

To the Michigan Legislature:

Pursuant to the provisions of resolution 44 of THE RESOLUTION CREATING A COMMITTEE TO STUDY SPECIAL EDUCATION PROGRAMS FOR GIFTED CHILDREN of 1969, we are submitting herewith the report, A Need for the State of Michigan to Establish a Position in the Educational Preparation of Talented Tots, which was prepared by the Michigan Association for the Academically Talented, Inc. upon request of the Interim Committee chaired by Albert Kramer, State Legislator.

The Interim Committee referred to has been directed by the Legislature to make a study of programs for gifted pupils, to file a progress report with the Legislature on or before January 1, 1970, and to submit a final report on or before January 1, 1971. This report includes an analysis of data available of various state laws for gifted children, rational for the need of programs for the gifted and recommendations to the State of Michigan in their providing for gifted child programming.

The Association is greatly indebted to the members that carried out the study, to teachers of the Academically Talented, to the members of the Interim Committee to various superintendents of schools and school districts that co-operated, and to the Council for Exceptional Children for information gathered over the years that have contributed a great deal in our preparation of the final report. Without their assistance the report would not have been possible.

Sincerely,

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THE NEED FOR THE STATE OF MICHIGAN TO TAKE A POSITION.

We will be talking about the education of the gifted children. This represents the upper three per cent of the total child population. United States presidents have given us guidelines. President Eisenhower said: "Everybody should get all the education he can handle." Do our gifted children get all the education they can handle? President John F. Kennedy said: "Today we need a new standard of excellence in education, matched by the fullest possible access to educational opportunities, and enabling each citizen to develop his talent to the maximum possible extent." Do we provide the educational opportunities to the gifted that develops their talents to the maximum? President L. B. Johnson said: "Every child must be encouraged to get as much education as they have the abiltiy to take." Do your gifted children get as much education as they have the ability to take?

We would like to refer to a few significant conditions that indicate the need of gifted child education.

First, excellence in mental performance is a specific significance to a society which has reached the stage of development that is characterized by an economy guided by highly developed Mental Ability. The base of this country's economy has moved from agricultural to industrialization and capital investments, and now in the post-industrial stage to the base of intellectual skills and services. It becomes clear that excellence in mental performance is an indispensible condition of this new era.

Second, if there is a shortage of excellence in intellectual skills, it is now days the major factor that inhibits the rate of progress. It is for this reason that education toward excellence moves into a strategic position of the structure of our total society and way of life.

Third, it is expected that the greatest increase among occupations will occur among professionals and technical workers, as it has for the last fifty years. This rate is accelerating. Automation, computer knowledge and specialization are only examples for the increased demand on intellectual skills.

Fourth, excellence is not left anymore to chance discovery. Excellence is today and in the future dependent on the discovery as a result of a large scale organized effort. The wide spread research in all institutions of learning across the country represents organized discovery.

Fifth, as nations begin to measure each other, they do so in terms of their educational, scientific and technological advantages and they fear educational and technological inferiority.

Six, a democratic society that has respect for the individual owes it to the individual to provide a system of education developing the potentials in all areas of human endeavor. This includes human relations, the arts and all cultural aspects.

If we accept these conditions as a reality of our times, we have to prepare our educational system to meet these conditions.

First, we must identify in every single school system the number of gifted children, say those with an IQ of 125 or 130 and above. The instruments of measurement are available and identification is now technically no longer a problem. We know that in any given school system with a child population of 15,000, there will be three to five hundred who belong in the category of the gifted. We believe that every superintendent must ask himself: "Are those identified and what are we doing for them?" A school system like Detroit has at least 9,000 gifted students. Where are they and what is being done for them?

Our work with gifted children during the past years have shown us that they have as a whole a far greater capacity for certain kinds of learning than we have ever known before. The regular school book, or ordinary methods of teaching do not meet their ability in abstract thinking, evaluative and critical thinking, their ability to conceptualize, to do innovative and speculative thinking; and to practice divergent thinking. Teaching techniques have to be geared to a much greater extent to their ability to do learning by methods of discovery and inquiry. We know that they need much less repetition in learning than average children and are able to cover subject material in a much shorter time than the average child. We see again and again that sixth graders and seventh graders in the gifted child category reach the ceiling of the twelfth grade in standardized achievement tests. This in itself signals to us that we have to teach to the gifted and use different methods. Gifted children need to be taught a broader area of content with greater depth. Teaching techniques have to be geared to their particular modes of learning.

Furthermore, the earlier the gifted child is identified and educated accordingly, the greater the dividends for the individual as well as for society at a later date. It becomes very clear in our work with gifted students that the ones who are in high school and had a specialized gifted child program in the elementary grades are far better high school students than those whose specialized gifted child education started only with the high school grades. The youngster who is not trained already in the elementary grades in abstract, evaluative and critical thinking and conceptualization has a much harder time to apply these

techniques in the last years of his pre-college education.

Educators are dedicated to the concept that each child has worth and dignity and that he has the right to the fullest development of his unique abilities. It is because of this dedication that a complex school system with many kinds of services has been developed. The total educational structure has been designed for one purpose--the appropriate education of every child.

Historically one could reach back to early China to see the efforts that have been made to meet the needs of the intellectually gifted child; and here in the United States we can see that in the 1920's and to a greater extent in the past fifteen years some educational systems have given time to the child with high learning potential. Part of the direction has been due to added research considering the complex needs and variability for the intellectually gifted, part to our changing social structure. Many school systems through-out the country have recently put fourth an effort to provide for the gifted child.

Some school systems have offered elaborate, continuous programs through-out the grades; others have offered programs for designated grade levels only; and some programs are given at specific times during the day. ALL THE SCHOOL SYSTEMS HAVE BEEN HAMPERED FINANCIALLY IN THEIR ENDEAVOR TO EMPLOY PROPER RESEARCH AND EVALUATION PROCEDURES. Because of the wide variation in the types of programs offered, it is important to examine the educational needs of the gifted, to assess the strengths and problems contained within various programs, and to arrive at some plan whereby adequate educational opportunity may be extended to each gifted child enrolled in Michigan Schools.

THE EDUCATIONAL NEEDS OF MICHIGAN'S GIFTED MUST BE MET

Is specialized gifted child education democratic? We believe that for too long our educational community has submitted to the notion that equal opportunity is the same as identical opportunity. Of course, in our democratic society, every child has the right to education and should have an equal opportunity for education, but not an Identical Education. If we accept that children are born with different abilities we have to teach them according to those different abilities. If we subscribe to the notion that all children should obtain all the education they can handle, we have to provide special education for the gifted. We know that the intellectually gifted child is an exceptional child, with exceptional educational needs. We too know that the exceptionally gifted child is a national asset to be claimed and supported to the degree needed for the significant contributions that he can make to the national welfare. He is a rapid developer, rapid to the point that teachers need to make special plans

and to provide individualized instruction for him commensurate with his capabilities. Unless his particular needs are met, he faces a problem of inadequate educational development and resultant disinterest in working up to his potential.

MICHIGAN MUST LOOK TO THE RESEARCH AND BEGIN TO USE INFORMATION TO IMPROVE ITS EDUCATIONAL PROGRAMS OR ADMIT A TOTAL WASTE OF FEDERAL MONIES TOWARD THE SPECIAL GOAL OF PROVIDING USEABLE INFORMATION FOR THE IMPROVEMENT OF THE EDUCATIONAL COMMUNITY.

The California State Department of Education has uncovered a fraction of the sound research now available to support an up-dating of the educational opportunities now availabel to our intellectually gifted children. They have cited that consederable progress has been made since the early 1920's when educators first realized that the real problem of educational retardation was not that of the child with low ability but rather that of the child with high intelligence.[1] A number of studies, notably those of Terman,[2] have given us insight into the characteristics of gifted children. Other studies, some of which are cited in the following sections, have indicated certain of the learning problems which gifted children face.

Learned and Wood present evidence that the highest-ranked student at the freshman level in college were already beyond the educational level at which a college could serve them effectively, that this situation resulted in deterioration in the students' educational performance, and that for a period of three years they were doing little more than marking time in order to receive degrees.[3] Their study also showed that 17 per cent of the prospective teahcers in the senior year of college students studied.[4] The results of this study indicate that a number of individuals at all school levels require individualized help and teaching to further their learning.

A study involving 502 gifted high school graduates in Michigan showed that their classes and courses, on the whole, provided neither the stimulus nor the necessary involvement to make them work to capacity. They did not neglect their class work, but rather did it with little effort while being occupied with other

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[1]Lewis M. Terman, "The Use of Intelligence Tests in the Grading of Children," Journal of Education Research, I (January-May 1920), 21,22.

[2]Lewis M. Terman and Others, "Mental and Physical Traits of a Thousand Gifted Children," Genetic Studies of Genius, Vol. I Stanford, California: Stanford University Press, 1926.

[3]William S. Learned and Ben D. Wood, The Student and His Knowledge. Bulletin No. 29. New York: Carnegia Foundation for the Advancement of Teaching, 1938, p. 26.

[4]Ibid, pp. 42-43.

activities.[5] Tyler indicated that the more able students in the eleventh and twelfth grades do not make progress, as shown by tests, but instead turn their energies into extracurricular activities.[6] Studies by Barbe[7] and Gallagher[8] show that gifted students make little use of library facilities, demonstrate poor motivation, and waste an immeasurable amount of intellectual power.

The effect of poor motivation on college attendance is difficult to measure. Other factors undoubtedly operate as well. Regardless of cause, one of the best-known studies has shown that only about half of the top 26 per cent of high school graduates go to college.[9] Since these are the persons who could profit most from college attendance, the waste in human resources is appalling and a serious threat to any democratic society.

The studies cited in the foregoing paragraphs indicate that many gifted students fall far short of meeting the need for self-actualization. The use of potential and the kinds of attainment gained are less in many cases than they should be. When the school fails to interest and encourage individuals to achieve to the full extent of their ability, those individuals undoubtedly live limited and even unhappy lives because of failure, and all of society suffers as a result.

Society has been willing to recognize and reward the skills and talents of individuals in certain fields. The successful athlete, the movie star, and the Rock and Roll singer have received social adulation and rich remuneration. The successful scholar and research scientist is not generally thus rewarded; rather he may be regarded with suspicion and his work may be disparaged. The Educational Policies Commission has pointed out that to the extent the American people fail to recognize the superior abilities of gifted people, they deny themselves a measure of the potential benefits.[10]

Several surveys have indicated the extent to which society loses through its failure to identify and recognize the person of high potential. Tests given during World War II revealed that many gifted men had never been recognized as

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[5]Paul L. Dressel and John M. Grabow, "The Gifted Evaluate Their High School Experience," Exceptional Children, XXIV May, 1958, 395.

[6]Ralph W. Tyler, "Meeting the Challenge of the Gifted," Elementary School Journal, LVIII (November, 1957), 80.

[7]Walter Barbe, "Study of the Reading of Gifted High School Students," Educational Administration and Supervision, XXXVIII (March, 1952), 148-54.

[8]James J. Gallagher and Thora Crowder, "The Adjustment of Gifted Children in the Regular Classroom," Exceptional Children, XXIII (April, 1957), 319.

[9]Dael Wolfle, America's Resources of Specialized Talent. New York: Harper & Bros. 1954, p.8.

[10]Education of the Gifted. Educational Policies Commission. Washington, D. C. National Education Association, June, 1950, p. 11.

such.[11] In 1956, according to the Central Intelligence Agency, the Russioans were giving technological training to four men as compared to our three and were training these men as well as or better than we were training ours.[12] At that time we were training half as many scientists and engineers as we needed; and yet more than half of our high schools were not offereing either physics or chemistry because of a shortage of teachers. In 1965, the demand for physicians had risen from 210,000 to 255,000.[13] Today the demands are even greater; the areas of greatest shortage within the economy are those that require high intellectual abilities and special training.

What can be done through proper identification and planning? Sidney Pressey[14] describes some provocative possibilities. He points out that the Europe of one hundred to two hundred years ago valued music and musicians. Because of this, a major part of our serious musical heritage came to fruition during that period. Composers and performers including Handel, Haydn, Mozart, Chopin, Schubert, and Mendelssohn began their major contributions at early ages and worked within a general climate of social recognition.

During the 1900's, the greatest recognition of talents and abilities has been made in the field of athletics. In no other field have the talents of the gifted been nurtured as in this area. Promising athletes are identified early, are given recognition, encouragement, opportunities for employment, and skilled, individualized training. Bobby Jones was a state golf champion at fourteen. Sonjo Henie was world figure-skating champion, Vicent Ricahrds national tennis singles champion, and Maureen Connolly women's tennis singles champion each at fifteen years of age.

These gifted musicians and athletes attained recognition because of common environmental factors. In every case, their abilities were recgonized early; they were encouraged to develop these abilities; they were taught by highly skilled adults; and they were given opportunity for association with others who had attained success in their field of interest.

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[11] Ibid., p. 21.

[12] Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957, p. 4.

[13] Manpower and Education. Educational Policies Commission. Washington, D.C. National Education Association, 1956, p. 32.

[14] Sidney Pressey, "Concerning the Nature and Nurture of Genius," Scientific Monthly, LXXXI (September, 1955), 123-29.

Because of individual and social needs, the recognition and turture of abilities must extend to many areas of competence. There is need to foster the skills of the potential statesman, the future teacher, the youthful scientist, and the linguist of the future. To do this, educational programs must be offered that provide and discover the full measure for individual talents and abilities.

A significant report, made by a group of eminent scientists to the President, points out the importance of fostering, rewarding, and applauding intellectual excellence.[15] These men contrast the frontier society of one hundred years ago in which physical prowess and bravery necessarily were held in high esteem with the frontier of today, which is intellectual, and where the scholar, the research worker, the scientist, the engineer, and the teacher are the pioneers. They stress the importance of realizing that while the total intellectual capacities of our nation have never really been challenged until recently they are being challenged today. Their message is one of an urgent need to realize that all of the mental ability of our population needs full development, that well-trained minds are among the most critical of our national assets and among the most scarce and most valuable of our resources.

While their report is centered chiefly upon scientific needs, the scientists point out the need for highly quality leadership in all fields. They made the following statement regarding their own specialty.

> Science, engineering, and technology have obviously been responsible for a host of conspicuous changes at all levels of our modern civilization. There is much reason to expect that such changes will continue and will indeed accelerate. There is no way to turn back the clock or to turn off scientific advance. There will be no international moratorium on science or technology. The people of the United States on the most practical grounds must accept and support these propositions. By ignoring them or by fostering them only with reserve, they could doom their nation to unnecessary weakness and backwardness in a world where other nations are not so foolish. Alfred North Whitehead said in 1916: "In the conditions of modern life the rule is absolute: The race which does not value trained intelligence is doomed..."[16]

Leona Tyler[17] expresses the belief that civilization rests upon the shoulders of its great men. She cites evidence from the research of Cox, who found through biographical study that creative leaders throughout history were

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[15]"Education for the Age of Science." President's Science Advisory Committee. Washington, D.C.: The White House, May 24, 1959, p. 8 (mimeographed).

[16]Ibid., p. 4

[17]Leona Tyler, The Psychology of Human Differences. New York: Appleton-Century-Crofts, Inc., 1956, p. 390 (second edition).

of highly superior mental or creative ability. The study gives strong support to the belief that the leaders of tomorrow will come from among the gifted children of the present school generation.[18]

AN ANALYSIS OF FEDERAL LEGISLATION FOR GIFTED CHILDREN

On January 28, 1969, the Gifted and Talented Children Educational Assistance Act of 1969 was jointly introduced in the Senate and the House of Representatives. The Senate version (S. 718) and the House version (HR 4807) are identical. The bill was sponsored by the following Congressmen:

S. 718

Jacob Javits of New York
Winston L. Prouty of Vermont
Gordon Allott of Colorado
Henry Bellmon of Oklahoma
Marlow W. Cook of Kentucky
John Sherman Cooper of Kentucky
Peter Dominick of Colorado
Richard S. Schweiker of Pennsylvania
Theodore F. Stevens of Alaska

HR 4807

John N. Erlenborn of Illinois, 14th District
William H. Ayres of Ohio, 14th District
Albert H. Quie of Minnesota, 1st District
Ogden R. Reid of New York, 26th District
William J. Scherle of Iowa, 7th District
Marvin L. Esch of Michigan, 2nd District
Edwin D. Eshleman of Penn., 16th District

The purpose of the act would be to establish that federal agencies should direct some energies toward assisting communities to develop and provide services for the over three million gifted and talented children of our nation. While the bill does not require any new funds, it does, however, suggest a better utilization of existing resources. At present there is no federal legislation sepcifically designed for the gifted and talented child, no does the office of education employ anyone to stimulate the development of such programs.

More specifically, the act would do the following:

1. Define gifted and talented children as those having outstanding intellectual ability or creative talent, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs.

2. Amend Title V (Grant to Strengthen State Departments of Education), ESEA, Sec. 503 (11) by adding after "handicapped," "the gifted and talented."

   The bill will enable state education agencies to develop appropriate plans for providing for gifted and talented children with their state and to acquire necessary personnel to implement such plans. At present only thirteen of the fifty state departments of education assign one

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[18]Ibid., p. 397.

more full-time staff members to programs for the gifted and talented, while twenty-one states have no one responsible on a full or part-time basis for such programs. Nine out of ten of the gifted and talented children now receiving services come from states employing full-time personnel.

3. Amend the Education Professions Development Act. Title V (Teacher Programs), Part C (Fellowships for Teachers), Higher Education Act, Sec. 521 (Statement of Purpose) by adding in the last sentence after "handicapped," "and gifted and talented."

   There is a lack of trained personnel to administer and provide education for gifted and talented children. This bill would make the preparation of such personnel a priority area to which the Education Professions Development Act should focus its attention. The bill will bring the many and varied excellent resources of EPDA to bear on developing the unique personnel necessary to provide adequate educational services for gifted and talented children. If programs for the gifted and talented children are to be increased to any substantial degree, there will need to be a substantial increase in the number of personnel training programs as well as the number of personnel prepared.

4. Amend Title III (Supplementary Educational Centers and Services), ESEA, Sec. 303 (Use of Federal Funds) (a) (3) by renumbering "(I)" as "(J)" and adding a new "(I)" as followes: "(I) special programs for the gifted and talented; and."

   Because of their unique learning nature, gifted and talented children require many services and opportunities beyond the confines of the classroom or school. Title III has demonstrated itself to be an effective tool for helping school districts to provide such services and opportunities on a multi-school or reginal basis. It is the intent of this bill to fucus some of the efforts of Title III on meeting the unique program needs of gifted and talented children. The use of demonstration programs in Illinois, California, and several other states has had a significant effect on stimulating local communities to develop programs for gifted and talented youth.

5. Direct the Commissioner of Education to conduct a study as to how existing education programs can be best used to meet the needs of the gifted and talented and what new programs might be necessary, making report and recommendations within six months.

   The resources delineated in the bill represent the most crucial resources needed for program development; however, there are other federal resources that could provide assistance. For this reason, the Commissioner is asked to show how these resources can be directed toward the needs of highly gifted and talented children.

The two bills have been referred to their appropriate committees for study S. 718 has been referred to the Subcommittee on Education of the Committee on Labor and Public Welfare in the Senate, and HR 4807 has been referred to the Committee on Education and Labor of the House of Representatives.

AN ANALYSIS OF STATE LEGISLATION FOR GIFTED CHILDREN

We are indebeted to the Council for Exceptional Children for their contribution in the area o Gifted Child Programming and the help given in the report dealing with laws for the Gifted. The following information is derived from an analysis of the education statutes of the fifty states. We have found that at present seventeen states have within their education code a term which can be construed to apply to the clinical entity known as the gifted child. Of these seventeen states only ten provide any legal guidelines or definitions for determining the type of child to be served. Sisteen states described within their laws some criteria for the service programs to be provided for such children. The need for advisory committees and study group to establish criteria and oversee the development of programs is articulated in the legislation of five states. Three states have included in their laws criteria prescribing how gifted children are to be diagnosed. Finally, the structure and procedures for state financial assistance for such programs is outlined in the laws of fifteen states.

The analysis has been limited to those laws specifically mentioning gifted children within and without the special education umbrella. It can be assumed that some states not included could provide for such children under their general special education authority.

The reader should take caution in relating law to program. The fact that a law exists does not imply a program and vice-versa.

The following is a state-bystate analysis of the state laws for gifted children:

	DEFINITIONS
California (Educ. 6421)	"Mentally gifted minor" - "A minor enrolled in a public primary or secondary school of this state who demonstrates such general intellectual capacity as to place him within the top 2% of all students having achieved his school grade throughout the state." (1961)
Connecticut (10-76)	"Extraordinary learning ability", "outstanding talent in the creative arts" - To be defined by regulation, "after consideration of the opinion of appropriate specialists and of the normal range of ability and rate of progress of children in the Conn. Public schools." (1967)

Delaware (3101)	"Gifted children" - "Children who have the native capacity for high potential intellectual attainment and scholatic achievement." (1957) "Talented children" - Children who have domonstrated outstanding leadership qualities and abilities or whose performance is consistently remarkabel in mechanics, manipulative skills, the art of expression of ideas, orally or written, music, art, human relations or any other worthwhile line of human achievement."
Florida (230.23/6e/)	"Unusual ability" - Not defined. (1939)
Georgia (32-626,32-651)	"Gifted pupils", "student honors program" - "children who have manifested exceptional abilities, unique potentials or who have made exceptional academic achievements." (1964)
Idaho (33-2002)	"Academically talented" - Nod defined. (1965)
Illinois (Artical 14a-2)	"Gifted children" - "Children whose mental development is accelerated beyond the average to the extent that they need and can profit from specially planned educational services." (1965)
Kansas (72-5334)	"Intellectual superiority" - Not defined. (1949)
Louisiana (17:1943)	"Gifted" - Not defined. (1964)
Inoperative 6-30-67 Massachusetts (I:15:6c)	"Academically talented children" - Not defined. (1964)
Inoperative 1961 Minnesota (Extra session 1959 Ch. 82, Sec. 1:2/3/)	"Gifted children" - Not defined.
Nebraska (1266)	"Gifted children" - "Children who excell markedly in ability to think, reason, judge, invent or create and who need special facilities for educational services or both such facilities and services inorder to assist them to achieve more nearly their potentials, for their own sakes as individuals and for the increased contributions they may make to the community, state and nation." (1967)
North Carolina (115-307)	"Exceptionally talented children" - A pupil in the public school system of North Carolina who posseses the following qualifications: a. A group intelligence quotient of 120 or higher. b. A majority of marks of A and B.

c. Emotional adjustment that is average or better.
d. Achievements of at least two grades above the state norm or in the upper 10% of the local norms of the administrative unit.
e. Recommended by the pupil's teacher or principal.

Ohio (3323.02) — "Academically gifted children" - Not definded. (1959)

Oregon (343.395) — "Educationally able and gifted children" - those children who individually meet the criteria for such children as determined by the State Board of Education according to generally accepted standards." (1965)

Rhode Island (16-42-5) — "Gifted and talented children" - Requires that the commissioner of education and the state board of education create regulations to establish "(a) criteria for determining who is to be included in the category of the gifted or talented child." (1958)

Washington (28.16.010) — "Students of Superior capacity" - "..,Those who consistently show remarkabel performance in academic pursuits or demonstrate exceptional ability." (1961)

PROGRAMS

California (6423-6424)

Section 6423 cites that "any school district may provide programs for mentally gifted monors living in the district or enrolled in kindergarten and grades 1 through 12 in the schools of the districts...." Section 6423. 1 goes further to define the nature of the program to be provided for mentally gifted monors. It allows districts to "conduct programs of seven hours of classes for mentally gifted minors within or without the boundaries of the school district." To "transport or arrange transportation of pupils, instructors, supervisors, or other personnel to or from such places where such programs and classes are being conducted" (limited to transportation within the state and a radius of 110 miles). Section 6423 and Section 6424 provide the authority for districts to contract with other school districts to furnish programs for such minors or allow the district to enter into agreements with a county superintendent of schools for the provision of the needed services. (1961)

Connecticut (10-76)

Section 4c of the act provides that each town or regional school district may rovide special education for gifted children. Section 2 of the same act authorizes the State Department of Education to "regulate curriculum, conditions of instruction, physical facilities and equipment, class composition and size, admission of students, and requirements respecting necessary special services of instruction to be provided by town and regional boards of education." Section 7 of the act defines special education transportation as including (1) transportation to and from a facility for the purpose of determining the need for special education and to and from the agency providing special education. (1967)

Delaware (3103)

This section states that "the state board of education and local school boards shall provide and maintain, under appropriate regulations, special classes and facilities whenever possible to meet the needs of all....gifted and talented children...." (1957)

Florida (232-6E)

County borads of education are to provide insofar as "practicable" special facilities for classes for children with unusual ability. (1939)

Georgia (Act. N. 523, Sections 26 and 51)

Section 26 establishes the authority for the operation of summer school programs by local school districts. Within the provisions of this act are included "enrichment school programs beyond prescribed school programs and accelerated school programs." Section 51 goes further and establishes a specific student honors program, noting that such program "may be conducted during summer months between normal school year terms at institutions of higher learning or other appropriate centers within the state with the facilities adequate to providing challenging opportunities for advance study and accomplishments by such students."

Idaho (33-2002a)

Idaho, under the special education umbrella, specifies the types of special services to be provided for exceptional children. Services are described in regard to the provision of various types of personnel. Section 33-2002 of the act does authorize the state Board of Education to establish programs, set standards, etc., to educate and train exceptional children. It also establishes a research program to evaluate on going programs, assess the number and types of exceptional children.

Illinois (Article 14a and 14a-6)

The first of these sections establishes procedures which allow local school districts to submit to a state Advisory Council plans for local special programs. Upon approval of the programs by the Council and the Superintendent of Public Instruction, the district will be entitled to state reimbursement for the services and materials required by the proposed program. The second section authorizes the Superintendent of Public Instruction with the advice and consent of the Advisory Council to "enter into contracts with school districts, colleges and universities for the conduct of demonstration centers, experimental projects and institutes in the field of education of gifted children." (1965)

Iowa (282.26)

Allows high school students to enroll in and obtain credits from courses in higher academic institutions. Credits may be earned in any course and may be applied toward high school graduation. Courses may be taken within or without the state, if an out-of-state facility is closer to the home of the student, than the nearest state junior college or university. No public funds are permitted to be expended for the payment of tuition. (1965)

Kansas (72-5336)

The State Division of Special Education is authorized to aid school districts in establishing and maintaining day classes, schools, home instruction, and other methods of special education for exceptional children under the gnereal special educatinn laws. In addition, to this, the Division is to encourage school districts through consultation and guidance to make provision for gifted children by adapting school work to their needs, and to waive restrictions which interfere with the development of such children." (1945)

Louisiana (17:1944)

This section requires local school boards to provide special education and or training facilities and classes for exceptional children when certain conditions are met. The law is quite general and no specific provisions for gifted children are described, although such children are mentioned among those who are to receive services. (1964)

Inoperative 6-30-67
Massachusetts (Chapter 651, Sections 1to 6)

The focus of the Massachusetts legislation is en identification, prescription, and research. It encourages local school districts to establsih plans for identifying and selecting children who are academically talented and to develop under the plan a means of prescribing special programs for such children.

Section 4 of the chapter authorizes the State Department of Education "to engage in research or experimentation consistent with the purposes of the act." (1964)

North Carolina (115-306 to 115-315)

The article establishes at the state level an administrative unit called the Divison for the Education of Exceptionally Talented Children. In addition, at the local level it establishes 8 district supervisors, in each of the 8 educational districts of the state. Their purpose is to oversee the development of p rograms for gifted children in the district, as well as p roviding consultation to local administrative units planning programs and developing curricula. The act further empowers the Division for the Education of Exceptioaally Talented Children to conduct research studies which will "develop techniques, curricula and materials, expecially applicable to exceptionally talented children," and to recommend special books, materials, and other supplies to be purchased by the state for the implementation of the article. The article also requires local districts to submit to the Division a plan for for programs for such children. In addition, the law provides for the establishment of five pilot centers for the purpose of demonstrating p rograms for the education of exceptionally talented children, the cost of such programs to be totally assumed by the state. These pilot centers are on an experimental basis and are subject to re-examination by the state board of education. (1961)

Oregon (343.395, 343, 397, 343,401)

Allows school districts to submit to the Superintendent of Public Instruction "a written plan for the improvement of instruction or curriculum for the improvement of instruction or curriculum for educationally able and gifted children enrolled in its schools or residing in the district." In approving the plans the Superintandent shall consider:

"(a) The adequacy and type of program proposed.

(b) The number of children who will benefit by the proposed program.

(c) The availability of personnel and facilities in the school district or districts.

(d) The need for such a program in the district or districts.

(e) Whether the plan meets the requirements of the statutes.

(f) Any other factors which will help accomplish the purposes of the statutes."

Permits the Superintendent to spend up to $25,000 per fiscal year "to provide supervisory and consultant services to school districts with approved plans." (1965)

Rhode Island (16-42-4, 16-42-5, 16-42-7, 16-42-11)

Program for gifted and talented children basically determined by local school district in consultation with area advisory committee and Commissioner of Education. (1958)

Washington (28.16.010, 28.16.020, 28.16.030)

The law establishes in the office of the State Superintendent of Public Instruction a Division of Special Education for Students of Superior Capacity. The title further authorizes the State Superintendent to "administer a program to improve the education of students of superior capacity", and to also conduct, coordinate and aid in research (including pilot programs), disseminate information to school districts and allocate supplimentary funds for excess costs when appropriated for this purpose by the legislature. Local school districts are permitted either separately or jointly to "(1) establish and operate special, seminar or augment programs of education for superior students; and (2) establish and operate in conjunction with any instruction of higher learning, joint program of education for superior students." (1961)

ADVISORY COMMITTEES AND STUDY GROUPS

Delaware (3108)

"The governor shall appoint an advisory committee on the needs of exceptional children to serve in an advisory capacity to the State Board of Education.." (1957)

Illinois (Article 14a-4)

This article creates a seven-member Advisory Council on the Education of Gifted Children, appointed by the State Superintendent of Public Instruction, whose members hold office for seven years. Members are to be selected on the basis of their knowledge of or experience in problems of the education of gifted children. The purpose of the council is to serve as an advisory unit to the Superintendent of Public Instruction regarding all rules and regulations promulgated by the Department of Public Instruction and related to gifted children, as well as program plans in local school districts. The council is to also approve plans by the Superintendent of Public Instruction for the conduct of demonstration centers, experimental projects and institutes in the field of education of gifted children. Members of the council shall serve without compensation, but are entitled to "reasonable amounts for expenses necessarily incurred in the performance of their duties." The Superintendent of Public Instruction is to designate an employee of his office to act as executive secretary of the council and to furnish all clerical assistance necessary. (1965)

Inoperative 6-30-67
Massachusetts (Chapter 651, Section 5; /I5:6c/)

This section authorizes the creation of an Advisory Commission on Academically Talented Pupils for the purpose of conduction a comprehensive study of programs for such children in Massachusetts and plans for the development of such programs. The Commission is then to report to the legislature the results of its study and its recommendations together with drafts of legislation necessary to carry out the recommendations. Section 5 further stipulates that the Commission be provided with quarters by the Department of Education and that they may travel within and without the Commonwealth, hold hearings and expend funds for expert, clerical and other services. The Commission was to present their report to the legislature before June 30th, 1967. (1964)

Inoperative 1961
Minnesota (Extra Session 1959, Ch. 82, Sec. 1:2 /3 -/)

This 1959 law creates an Interim Commission on the Problems of Mentally Retarded, Handicapped and Gifted Children. The purpose of the Commission is to consider the problems related to gifted children including, but not limited to, the "(1) improvement of consultation and field services to aid local communities in developing more adequate programs and facilities for gifted children; (2) extension and improvement of services and facilities for gifted children in rural areas; (3) improvement and coordination of testing, screening, reporting, identification and census programs in the schools for school children, and by public health and other agencies for the pre-school child; (4) improvement of diagnostic facilities (medical, psychological and educational) as a basis for improved child understanding and better education; (5) improvement of programs for the training of teachers and other professional workers; (6) research as a basis for evaluation and improvement of the existing program and for long-range planning; (7) development of resources for the educational training of gifted youth; (8) improvement of parent consultations and services relating to family planning." The Commission is given further authority to appoint advisory committees. Members of the Commission are to serve without compensation. (1959)

Rhode Island (16-42-1, 16-42-2, 16-42-3, 16-42-10)

The Commissioner of Education is to create a Rhode Island area advisory committee, "consisting of one (1) superintendent of schools from each of the areas of the state determined by the Commissioner of Education; three (3) representatives-at-large from the Superintendents and Assistant Superintendents of technical, clerical, and other assistance needed by the committee.

"It shall be the duty of the area advisory committee to recommend to the Commissioner of Education: (a) programs within a school for gifted and talented children; (b) area programs for gifted and talented children; and (c) outside school programs for gifted and talented children, p rovided, however, that no city or town shall participate or be required to participate in such programs without the affirmative vote of the respective school committees.

"The area advisory committee shall annually make a report of its activities for the preceding fiscal year to the governor, the board of education and the Commissioner of Education." (1958

DIAGNOSTIC PROCEDURES

California (Educ. 6422)

"The general intellectual ability of a minor shall be evidenced by one or more of the following factors: (a) Achievement in school work. (b) Scores on tests measuring intellectual ability and aptitude. (c) The judgments of teachers and school administrators and superivisors who are familiar with the demonstrated ability of the minor." (1961)

Kansas (72-5340)

"In order to render proper instruction to each exceptional child, the school district shall certify exceptional children in accordance with the requirements set up by the state division of special education and shall provide examinations for children preliminary to making certification. The examinations necessary for the certification of exceptional children shall be conducted by persons certified by the state division of special education. The result of such examination shall be furnished to the teacher who is responsible for the training of such a child." (1949)

North Carolina (115-307, 115-310)

In North Carolina an "exceptionally talented child: must meet the following criteria: (1) a group intelligence quotient of 120 or higher, (2) a majority of marks of A and B, (3) average or better emotional adjustment, (4) achievement at least two grades above the state norm, or in the upper ten per cent of local norms of the administrative unit, and (5) referral by school teachers and administrators. Section 115-310 states that "the director shall recommend and the State Superintendent appoint, with the appr;val of the State Board, a supervisor for testing and pupil classification who shall, in cooperation with existing testing and pupil classification services of the Department of Public Instruction, by charges with the responsibility of testing and evaluating all children in the public

school system for the purpose of identifying the exceptionally talented children. Said supervisor shall be a person well trained and professionally qualified to carry out this responsibility. In addition, the director shall recommend and the state superintendent appoint with the approval of the state board, such specialists as may be necessary for adequate counselling and identification of such exceptionally talented school children throughout the state; and the state shall provide necessary funds for office expenses and travel for the conduct of their work." (1961)

FINANCIAL SUPPORT

California (6425 to 6431 as amended by AB 272 /1961/)

In addition to general state aid, the school districts may receive up to a maximum of $40.00 per pupil for identification expenses, and $60.00 per pupil program expenses. Funding for programs for the gifted in California is limited to 2% of the school population. (1961)

Connecticut (10-76)

This law provides that districts providing special education in accordance with state regulations shall be reimbursed in an amount equal to 66-2/3% of the excess cost of the program. In computing excess cost, school districts may include costs of personnel, equipment and materials, transportation, special consultant services and rent.

Delaware (1703)

The State of Delaware reimburses local special ecucation programs on a unit basis. A normal unit in the State is 25 pupils; however, for exceptional children under various eategories, the number of children per unit has been reduced. However, there is no mention in the law of the unit structure for gifted children. (1965)

Georgia (32-651)

This section provides that the student honors program, (a summer program for gifted children) may be financed by the State Board of Education to meet all operating and pupil costs and expenses. (1964)

Idaho (33-2005)

This section provides that the State Board of Education add 80% of the total cost of the special education program for exceptional children to the education foundation program of the district. (1965)

Illinois (Article 14 A-5)

Illinois law provides two alternatives for state reimbursement. The first provides for the payment of one-half of the average per capita costs of pupils in programs for the gifted throughout the state, multiplied by the number of pupils and average daily attendance in the district's program, multiplied by one of the following factors: "The factors for school districts having different assessed valuations per pupil in average daily attendance shall be: 1.0 in districts with $20,000 or more; 1.2 in districts with $16,000 but less than $20,000; 1.3 in districts with $12,000 but less than $16,000; 1.4 in districts with $9,000 but less than $12,000; 1.5 in districts with less than $9,000." "In no case shall the claim for reimbursement of any district exceed the per capita cost of such program to the district multiplied by the number of pupils in average daily attendance." This formula also limits the number of pupils in attendance to no more than 5% of the average daily attendance in the district.

The second formula p rovides an annual rate of $5,000 for each professional worker who meets the established standards for the position. (1965)

Kansas (72-5362)

Reimbursement for services to exceptional children in Kansas is based upon a per teacher unit system with additional reimbursement for transportation, travel and instructional materials. Cooperative programs between districts are further reimbursed. (1961)

Louisiana (17:1946)

Louisiana provides financial support for special education on a unit basis. That is, it assists in the financial support of a teacher per so many pupils. This section outlines the per pupil ratio in all areas of exceptionality except that of the gifted, which is left to be determined by regulations of the State Board of Education. (1964)

Inoperative 6-30-67
Massachusetts (Chapter 651, Section 1, /15:6c/)

This section authorizes the State Department of Education to reimburse on a matching basis cities and towns and regional school districts for the cost of special programs. (1964)

Nebraska (1448)

1967 general school finance law - provides that districts having programs for gifted children be reimbursed an additional .25 A. D. A. for every gifted child. (1967)

North Carolina (115-306 to 115-315)

The full program outlined in this article for "exceptionally talented children" is financed by the State. In regard to locally administered programs, "the Superintendent of any school administrative unit may submit to the director a proposal, including any program already in operation, for a local program for the education of the exceptionally talented children in that administrative unit. If such proposal is approved by the director, in accordance with the rules and regulations to be prescribed by the state board, for qualification of local programs under this article, there shall be allocated by the State Board out of the Nine Months School Fund, to the school administrative unit, such funds as may be necessary to carry out the program." (1961)

Ohio (Section 3323.02)

"The State Board of Education may provide financial assistance out of any funds appropriated for this purpose to Boards of Education for developing and conduction experimental programs of education for academically gifted children." (1959)

Oregon (343.397, 343.399)

School districts must submit at the end of the fiscal year the amount expended pursuant to the plan during the fiscal year. Reimbursement "shall be based on the number of children in average daily membership...in the schools of that district for the fiscal year ending June 30 prior to the school year for w which the plan was approved and in effect. The amount of reimbursement shall be:

(a) $1.50 per child for the first year the program operates.

(b) $1.00 per child for the second year the program operates.

(c) $0.50 per child for the third year the program operates."

Requires districts to expend out of district funds an amount equal to the grant by the state. (1965)

Note* Rhode Island (16-42-6, 16-42-7, 16-42-8, 16-42-9)

"The state shall reimburse each city and town in an amount not to exceed one-half (1/2) of the sum of the instructional salaries, testbooks and supplies expended for each approved program."

The general assembly is to appropriate the funds it deems necessary to carry out the program. Eligibility for reimbursement is to be determined by the Commissioner upon recommendation of the area advisory committee.

*1960, general state aid law removed all categories for state funding. Thus the above statues, while remaining on the books, receive no earmarked funds. (1958)

Washington (28.16.020)

This law gives the State Superintendent of Public Instruction the authority to allocate supplemenatary funds for excess costs of programs for students of superior capacity. (1961)

R E C O M M E N D A T I O N S

1. Design and organize programs for the gifted that will stimulate the development of the maximum potential of both students and programs. Talent development is an important part of any growing and productive state. Without the intellectual and creative skills to meet the unknown problems of tomorrow, any society will begin to process of stagnation and decay.
2. Legislative intent must not stifle local initiative and innovation in developing a meaningful educational experience for academically talented children.
3. Programs designed for the gifted must be viewed as part of the educational structure within a community for providing an adequate education for all children. Extraordinary children require extraordinary school experiences just to have equality of treatment with average children who are exposed to an average program. The aim must be to provide the educator with the support needed in his effort to provide the individual to be educated and education that should proceed from the starting point of the individual need. We recommend that the legislature provide the gifted children in the State of Michigan a place within the efforts of public schools. It is a public responsibility.
4. The rate of state support for kindergarten through twelfth grade gifted students should cover the cost of early identification and a portion of local program cost placed under special education with the existing reimbursement applied in the same manner and formula as other such programs. The method of state aid should be project oriented and the ratio of state-local financing should be equalized by the wealth of the school district. Districts should be required to report the total cost of all programs so that the planning and study at the state level may be complete.
5. State should establish a system of scholarships for teachers of academically talented students to provide them with advanced training.

6. School districts should be encouraged to seek the best qualified teachers, both in subject matter training and demonstrated competence in teaching ability, and that some of the additional salary cost be offset by state aid.

7. A creation of a "Statewide Committee on Gifted Child Programming," composed of any and professional persons from all areas of public and private life, which would serve to study methods to improve the education of gifted children, transmit innovations in curriculum and instructional techniques to the public schools of Michigan, and stimulate improvements in the quality of education offered to all of the school children. The statewide committee would be charged with the responsibility of presenting to the Legislature specific and periodic proposals for the improvement in public education for the gifted and school children as a whole.

REALIZATION THAT THE MONIES PROVIDED FOR THIS EARLY AND FULL PROGRAM FOR THE ACADEMICALLY TALENTED SHOULD BE THOUGHT OF AS A TOTAL INVESTMENT BY THE PEOPLE OF MICHIGAN, WHICH WILL RETURN MANY TIMES THE INVESTMENT IN DOLLARS AS A BETTER WAY OF LIFE, AND A BETTER MICHIGAN FOR ALL.